

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Christina Small

Official School Name: King Liholiho Elementary School

School Mailing Address: 3430 Maunaloa Avenue
Honolulu, HI 96816-3795

County: Honolulu State School Code Number: 130

Telephone: (808) 733-4850 E-mail: christina_small@notes.k12.hi.us

Fax: (808) 733-4856 Web URL: http://www.liholiho.k12.hi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Kathryn S. Matayoshi Superintendent e-mail:
Kathryn_Matayoshi@notes.k12.hi.us

District Name: State of Hawaii District Phone: (808) 586-3314

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Garret Toguchi

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 185 Elementary schools
(per district designation) 39 Middle/Junior high schools
42 High schools
22 K-12 schools
288 Total schools in district
2. District per-pupil expenditure: 12412

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 17
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	4	1	5		6	0	0	0
K	44	22	66		7	0	0	0
1	35	36	71		8	0	0	0
2	30	31	61		9	0	0	0
3	25	22	47		10	0	0	0
4	29	39	68		11	0	0	0
5	40	17	57		12	0	0	0
Total in Applying School:								375

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
50 % Asian
0 % Black or African American
1 % Hispanic or Latino
18 % Native Hawaiian or Other Pacific Islander
4 % White
27 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	6
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2009	377
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 20%
 Total number of limited English proficient students in the school: 74
 Number of languages represented, not including English: 11
 Cantonese, Ilokano (Ilocano), Japanese, Korean, Lao, Chuukese, Mandarin, Marshallese, Tagalog, and Vietnamese.

9. Percent of students eligible for free/reduced-priced meals: 28%

Total number of students who qualify: 106

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%

Total number of students served: 27

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>7</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>3</u>
Special resource teachers/specialists	<u>5</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>5</u>
Support staff	<u>4</u>	<u>5</u>
Total number	<u>28</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	96%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	8%	0%	0%	4%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:

Enrolled in a 4-year college or university

_____ %

Enrolled in a community college

_____ %

Enrolled in vocational training

_____ %

Found employment

_____ %

Military service

_____ %

Other

_____ %

Total

_____ **0%**

PART III - SUMMARY

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Liholiho Elementary School's vision, "Liholiho Elementary....A Community of 21st Century, Caring, Competent and Creative Learners", captures the essence of the school. The mission of Liholiho Elementary is "to support its vision by conducting research, encouraging communication and developing resources." Equal educational opportunities are provided for all children regardless of race, sex, creed or ability.

Liholiho Elementary was established in 1926. The school is situated in an older, residential area in urban Honolulu. The school services students in Pre-K (Special Needs) and Kindergarten through the Fifth Grade. Grade 6 students attend the complex middle school.

In the past 17 years, significant changes in the student demographic data has developed. Teachers and staff analyzed student data and developed intervention programs to address the steady increase in the number of disadvantaged, special education and English Language Learner (ELL) students. Students participating in this year's Free and Reduced Meal Program increased to 27%. Due to the state's current economy, Liholiho Elementary showed an increase from 27% to 30% qualifying for the meal program in the beginning of 2011.

Forty to fifty percent of the students reside outside of Liholiho Elementary boundaries and attend the school on Geographic Exceptions. This may be a factor that has caused the special education enrollment to triple and the ELL enrollment to quadruple over the past 17 years. More than 12 diverse cultures exist within the Asian/Pacific Islander population, each having different cultural values.

Liholiho Elementary School promotes and maintains a positive school climate. Teachers, staff, parents/guardians, family members, and community representatives' work together to help the students. Liholiho Elementary was honored in 2004 to represent the State of Hawaii in the first NCLB Blue Ribbon School Program. Liholiho Elementary was one of two from the State of Hawaii to be selected to attend the NCLB Blue Ribbon School Program in Washington D.C. In 2005, the PSAP-Primary School Adjustment Program received National Certification. Since then, Hawaii State Assessment data indicates the Liholiho Elementary students in Grades 3, 4 and 5 continue to show steady growth in reading and math proficiency levels.

An established Professional Learning Community is an additional strength of the school. The school community continuously seeks ways to support the student and school needs. Staff development is vital to instructional delivery and is a priority in the school improvement plans (Academic and Financial Plans). Grade level teachers meet with the Principal, Counselor, Student Service Coordinator and district resource personnel to analyze formative and summative data that address and guide classroom instruction. Effective research-based strategies are shared at meetings to improve instructional delivery by the teachers. Horizontal and vertical articulation in and between grade levels provides support for the systematic implementation of improvement efforts. Curriculum and the instructional practices at Liholiho Elementary are aligned to the Hawaii Content and Performance Standards III. Lessons are designed to be challenging and relevant. Hawaii is one of forty states that has adopted the Common Core State Standards. Liholiho Elementary teachers are beginning to align their reading curriculum to the Common Core State Standards this school year.

A well established Comprehensive Student Support System (CSSS) is in place to provide academic and social support programs for students. The Comprehensive Student Support System committee is responsible for the proactive Positive Behavioral Support System (PBS). Dr. Art Costa's Habits of Mind strategies permeate Liholiho Elementary School. Quarterly assemblies are held to recognize students exhibiting the identified quarterly Habit of Mind (i.e. meta-cognition, risk taking, empathy, persistence).

Parents/guardians and family members are invited to attend the recognition assemblies. Character Education Program was adopted to provide additional social support for the students.

A continuous cycle of data analysis, focused instruction and dedicated professionals enable the students to improve in reading and math. For the past six years, Liholiho Elementary has met the increasing Adequate Yearly Progress targets in both content areas. Liholiho Elementary School's supportive environment continues to enable the students to achieve academic and social success. Over the past five years, an increasing number of Liholiho Elementary students have "Met and Exceeded Proficiency" in reading and math, as indicated by the HSA data included in the analysis.

1. Assessment Results:

State assessment results may be found on the following website: <http://doe.k12.hi.us>
Accountability data is listed on the website under the Trend Report, School Status and Improvement Report, the ARCH and NCLB reports.

Hawaii's Adequate Yearly Progress (AYP) for the past three years were 58% proficiency for reading and 46% proficiency for math. Students must meet the scale score of 300 in reading and math to be designated "Meeting Proficiency". In 2010-11 SY the criteria raises to 72% reading and 64% math proficiency targets.

Reading and math data for Grades 3, 4 and 5 are listed in the enclosed data tables section. Analysis of the past five years of Hawaii State Assessment data indicated each grade level showed significant increases in the percentage of the students 'Meeting' and "Exceeding Proficiency" in both reading and math.

Reading Proficiency

Our HSA data shows an increase of students in the following grade levels "Meeting and Exceeding" Reading Proficiency from the 2005-06 SY to the 2009-10 SY:

Grade 3 +18% gain
Grade 4 +21% gain
Grade 5 +32% gain

Significant is the increased percentage of students moving to the "Exceeding Proficiency" in Reading:

Grade 3 +39% gain
Grade 4 +27% gain
Grade 5 +21% gain

Math Proficiency

Our HSA data shows an increase of students in the following grade levels "Meeting and Exceeding" Math Proficiency from the 2005-06 SY to the 2009-10 SY:

Grade 3 +41% gain
Grade 4 +29% gain
Grade 5 +40% gain

Significant is the increased percentage of students moving to the "Exceeding Proficiency" in Math:

Grade 3 +53% gain
Grade 4 +45% gain
Grade 5 +38% gain

The growth of students' math proficiency percentages was significant, and attributed to the identification of math as the targeted content area for improvement. Five years ago the teachers identified the overall decline in math ability and the discrepancy between the students' math and reading scores. The teachers and support personnel focused on math staff development workshops, participated in horizontal and vertical articulation sessions and provided interventions for targeted assist students not meeting proficiency. Those students having difficulty were provided additional support from their classroom teacher. To the delight of the teachers and staff, the students' overall math scores are nearing the level of their reading scores. Reading scores continued to improve, however math scores rose at higher percentage levels. The data listed on the tables also indicated continual growth in reading and math for students in the socio-economic, disadvantaged (free and reduced) populations in each grade level. An increase in those "Exceeding Proficiency" in both reading and math for each grade level is noteworthy.

Identified as an area to address is the reading and math achievement levels of the Free/Reduced Socio-Economic Disadvantaged sub-group. Grades 4 and 5 reading scores are 10% + less than the general student population. Grades 3, 4 & 5 math scores are 10%+ less than the general student population. Teachers have identified this sub-group as a targeted group to assist. Liholiho Elementary provided small group intervention and/or tutoring sessions for the students. Part time teachers were hired to assist the teachers and the school increased the support staff serving the ELL students. A number of students qualifying for the Free/Reduced population were identified as ELL or special education. Grade level teachers are utilizing data from the Data for School Improvement (DSI) on-line formative assessment to analyze what specific areas the students are having difficulty with. They are modifying lessons to address these areas. Special education students are included in general education classes for Everyday Math and core reading instruction.

The Hawaii State Content and Performance Standards III Reading and Math Benchmarks are utilized by teachers to craft lessons. Kindergarten, first and second grade teachers are preparing and working with literacy resource personnel to align and incorporate the Common Core State Standards in the 2011-12 School Year. Liholiho Elementary has annually been recognized by the Hawaii Department of Education and the Board of Education for meeting the steadily increasing Adequate Yearly Progress reading and math targets.

2. Using Assessment Results:

Complex Specialists assist teachers with analysis of our Hawaii State Assessment data and instructional implications. Further analysis occurs during articulation sessions with grade level teachers, Principal, Counselor and Student Services Coordinator.

HSA reading and math scores are placed on a “Data Wall”. Student scores are posted on individual sheets and visually placed in the following categories: Exceeding, Meeting, Approaching or Well Below Proficiency. Teachers review data to identify “targeted-assist” students needing additional instructional support. This year, our DOE developed the Longitudinal Data System. The system identifies each student’s proficiency levels. The data system filters students by sub-group (i.e. ethnicity, gender, socioeconomic status, Special Education, ELL, etc.).

All grade level teachers meet weekly during level articulation sessions. Teachers utilize formative assessment data to modify and share strategies to guide instruction to meet student needs. Each month, a Complex Resource Teacher joins the teachers to assist with improvement efforts and effective strategies (i.e. Marzano). During the past four years, teachers developed a grade level specific bank of questions utilizing Benchmark Tracker, a quarterly formative assessment tool. This school year, our DOE established the statewide DSI formative on-line assessment tool.

For the past three years, a significant number of ELL students entered Kindergarten. A third of this year’s Kindergarten students are ELL. Strengthening early intervention is pivotal to enable students to succeed. Students are administered a Pre (Fall) and Post (Spring) Metropolitan Readiness Test to assess their needs. Pre-test data is used to identify students requiring additional reading and math assistance. Pre-test data show an increasing number of Kindergarten students entering our school with below average scores in all sub-tests (Beginning Reading Skills, Story Comprehension Skills and Quantitative Math Skills, Measurements). Spring post-test data consistently show 96%+ of students gain significantly in all sub-tests. Dibels and Terra Nova tests are utilized to assess our students in first and second grades. Dibels data (phonemic awareness, phonics, vocabulary, fluency and comprehension) are used to guide reading instruction.

Formative and summative data are utilized to determine whether the school is successfully providing a coherent and relevant standards-based curriculum for students. Strengthening our students’ reading and math skills via a meaningful and rigorous curriculum is pivotal in the development of our Academic/Financial Plan. Personnel, funding resources and staff development training are identified to support implementation of our intervention plans. A continuous cycle of school improvement is established to enable our students to move to higher proficiency levels.

3. Communicating Assessment Results:

Liholoho Elementary school's ability to share successes and information, including assessment data with parents, families and the community. The Department of Education's website provides transparent access to the parents, students and community to view every school's assessment and accountability data (i.e. Trend, School Status and Improvement Reports, ARCH and NCLB reports)

Access to the Department of Education, school and PTA websites provides public access to Liholiho Elementary's school information including articles about their achievement progress, policies, student handbook, workshops, programs and activities. Monthly school newsletters are distributed to the Board of Education, Complex Area Superintendent, Legislators and community organizations and are posted on the PTA website. Newsletters include information regarding the assessment results.

Twice a year, Liholiho Elementary's School Community Council sponsors SCC Community Nights where annual school assessment data is shared with the hundreds of participants in attendance. Council members utilize technology (i.e. interactive SMART boards) to share school, district and state reading and math data. This school year, over three hundred participants attended sessions held for Pre-K, Grades K-2 and Grades 3-5. Information is also shared at on-going curriculum and literacy events.

Parent Teacher Conferences held in September, ensures that parents understand their child's Hawaii State Assessment report. Every parent(s) receives their child's HSA annual results in a personalized booklet listing their child's HSA reading and math results. The booklet also includes overall reading and math data for the school, complex area and state. Each of the grade levels developed a brochure listing quarterly benchmarks for the core content areas. Students share their portfolios at student led conferences. Student works that approach, meet or exceeds standards are exhibited in classrooms. Liholiho Elementary utilizes closed-circuit broadcasts, blogs, presentations and multi-media student work to showcase successes. Liholiho Elementary's second year Robotics Team blog tracked their team's exciting journey to the State Robotics Finals.

Communication is critical in creating a sense of community. It begins in the classrooms as teachers keep parents informed via class newsletters and extends to their families and community. Student work, school awards and AYP banners presented to DOE schools meeting the Adequate Yearly Progress state criteria, are showcased in the office, cafeteria and on library and community bulletin boards, situated along the campus walkways.

4. Sharing Lessons Learned:

Formal sharing occurs between schools at joint in-service workshops and conferences. Liholiho Elementary teachers and administrators were regular speakers at workshops and conferences and shared successes at Complex, Complex Area, District and State curriculum meetings. Honolulu District and Kalani Complex Principal meetings provide opportunities to network and share successful strategies with other school administrators and district personnel. Principal meetings rotate between schools in the Kalani Complex Area, which include five elementary schools, a middle school and a high school. School Walk Throughs were conducted with Principals, the Complex Area Superintendent and District Resource personnel viewing the classrooms with debrief sessions conducted to share observations by the participants.

Partnerships were formed with other elementary schools. Visitations between schools culminated in articulation and sharing sessions between visiting staff and the Liholiho Elementary teachers. After the visitations, teachers communicate and share information via email. A library of DVDs and multi-media projects is available for viewing. Teachers from other schools and state legislators visited the Liholiho Elementary classrooms as well as the technology program. The utilization of the interactive SMART boards in classrooms to access the Discovery Education, KidBiz and Imagine Learning programs has been featured during the visitations.

Administration and mentor teachers continue to work with the University of Phoenix instructors to sponsor school tours. Following the school tours, participants view a presentation of the curriculum, assessment data trends, student demographics and school programs. Observation and student teachers enrolled in the University of Hawaii's Dual Certification Program (Special Education and General Education program) are placed with mentor teachers at Liholiho Elementary.

Information is shared with and through Delta Kappa Gamma, an organization of women educators dedicated to professional growth. Delta Kappa Gamma is a global organization with chapters existing in Hawaii, as well as nationally and internationally. They organize and conduct state, regional, national and international workshops throughout the year. Information regarding Liholiho Elementary School's achievement was posted on-line in our state's Delta Kappa Gamma-Beta Beta State newsletter.

Our Parent Community Network Coordinator (PCNC) continues to sponsor parent workshops at Liholiho Elementary. Kalani Complex PCNC facilitators sponsor joint workshops and rotate amongst complex elementary school sites. Liholiho Elementary's PTA showcases student performances (choral reading, poetry, song, and dance) at their general membership meetings.

1. Curriculum:

The Hawaii Content and Performance Standards III has provided the foundation and framework for its core content areas and other content. Quarterly benchmarks for each content area enabled the Liholiho Elementary teachers to develop, plan and pace instruction. Reading and math materials were assessed to identify lessons which support the standards and quarterly benchmarks.

We believe that the teacher is the key to higher student achievement. Thus, increasing teacher effectiveness is a key school priority. Student learning is optimal in a positive classroom environment. Liholiho Elementary has adopted a Habits of Mind (habits which support thinking behaviors) focus, developed by Dr. Art Costa. Dr. Costa conducts annual professional development for the teachers and staff. Expanding the school's teachers' repertoire of effective instructional methods is supported by scheduled professional development workshops with Nancy Skerrit, Assistant Superintendent of Tahoma School District. Workshops focus on infusing Habits of Mind in content lessons and across curriculum areas. Teachers use reading and thinking skills strategies across content areas (Science and Social Studies). Rubrics and performance indicators were developed to enable students to clearly understand content standards and to assess their own learning. Teachers write each standard on the board or on a chart prior to instruction, the standard is discussed and written on the student's response work. Students meet with their teachers to review their work and have peer review sessions.

Research-based strategies are employed to improve student learning and are integrated into reading and writing (Language Arts) standards across curricular areas. A literature based approach is utilized for the language arts program and a thinking framework is the umbrella for all content areas. Teachers worked with specialists to identify specific reading processes to construct meaning and develop comprehension. Direct instruction, vocabulary expansion, utilizing prior knowledge, visualization, prediction/validation, Know, Want to know, Learn process (KWL), Math-Know, Want to Know, Strategy, Check, (KWS Check), divergent and inferential thinking strategies, inquiry-based learning and self-questioning, Visualize, Retell and Paraphrase, Integrate Learning, Mature Reader Process (Make the Thinking Process Visible) for reading comprehension, cause and effect, main idea, sequence and the use of context clues to gain meaning, are taught to help students understanding content concepts. Dr. Robert Marzano's research and articles from his book, "Classroom Strategies That Work" were incorporated into the Liholiho Elementary's professional development sessions. Key instructional strategies include the use of advanced graphic organizers and academic vocabulary. A steady increase in the reading achievement data can also be attributed to the systematic utilization of these strategies.

Visual and Performing Arts are supported by the school's Artist in the Schools Grants (AITS) and our PTA organization. The grant has enabled the Liholiho Elementary students to participate in the following areas: Batik project, paper making, ceramic mural, poetry writing, weaving, Hawaii Opera Theater, Hawaii Youth Chorus performance. Grade level performances are featured at quarterly assemblies, talent shows, after school programs, and the Chevron Speech Festival (choral reading, poetry, performances). Students perform at the Spring Fine Arts Night.

The Board of Education's Wellness Policy is implemented by Liholiho Elementary's School Community Council. Information regarding "healthy snacks and foods" is shared at the school's Open House Nights, in the school's newsletter and in classrooms. The Physical Education and Health Hawaii Content and Performance Standards III are a guide, setting grade level benchmarks for both areas. Our Physical Education teacher utilizes the standards as the basis of the physical education program.

Specific skills for grade level clusters are addressed in these state standards. The teacher provides after school workshops for the teachers and has the students participate in community physical education events (i.e. Fun Runs).

Kindergarten through fifth grade students attend weekly Hawaiian Studies classes, culminating in a school wide performance in the spring. World Language Standards are used as instructional guides to develop activity-based learning. Students learn about the Hawaiian culture, its music and dance, as well as the language. The instructor attends weekly workshops organized by District Hawaiian Studies Specialists. Due to budgetary cuts, the Kindergarten students are the only grade level attending weekly Japanese language classes.

2. Reading/English:

Teachers utilize a variety of literature based reading materials. They incorporate higher level thinking skills and Habits of Mind (behaviors which support thinking) in lessons. Teachers developed pacing and grade level reading maps based on the Hawaii Content and Performance Standards III. Quarterly benchmarks were utilized to map reading. Literacy specialists assisted teachers in the development of the reading framework. Clear expectations of concepts and skills for grade level clusters were shared. Performance standards, reflecting challenging expectations and performance indicators were developed. Teachers are beginning to refine their reading maps by incorporating the Common Core Standards.

Research-based effective reading strategies, including Dr. Marzano's materials, were identified and positively influenced student achievement. Teachers model the use of these strategies to enable students to internalize strategies to read literature across all content areas. Liholiho Elementary's intent is to "empower" students to be able to read any text or material by utilizing decoding, meta-cognition and comprehension strategies. Teachers utilized strategies to increase understanding of main idea, cause and effect, comprehension, prediction/validation, closure, mature reading strategies, divergent and inferential thinking processes. Development of academic vocabulary was identified for inclusion in grade level instruction.

A variety of visual graphic organizer structures were adopted to enable students to organize and link ideas and concepts to increase reading comprehension. Identified advance graphic organizers are posted as visual cues. Mediating thinking utilizing advanced graphic organizers was a focus of the school Walk Throughs.

Resources and funding were allocated to purchase reading materials that were rich in text, challenging and congruent with the standards. Teachers attended annual integrated reading workshops, shared student work, and collaborated in grade level clusters to identify effective reading strategies and develop clear performance indicators and rubrics.

The early identification of students with reading needs was deemed essential. Early intervention reading programs were strengthened. DIBELS data was assessed and strategies were developed to address the five areas of reading consisting of phonemic awareness, phonics, vocabulary, fluency and reading comprehension skills.

Part-time teachers and tutors were assigned to help struggling readers in each grade level.

Supporting the core reading is the Achieve 3000-KidBiz program. The program adjusts non-fiction reading material to each student's reading ability. Students can read additional articles. Liholiho Elementary received the 2009 Achieve 3000 School of the Year in recognition of the systematic implementation of the program.

3. Mathematics:

Six years ago, Liholiho Elementary teachers analyzed their HSA math scores and identified math as the school's primary content area improvement focus. At the time, the student math scores were significantly lower than their reading scores. Thus, math was identified as a priority in the long range school improvement plans. After reviewing various programs with the State Mathematics Specialist, the school's math committee teachers selected the Everyday Math Program. The committee presented their rationale

for selecting the program. Everyday Math was systematically implemented in each grade level. Teachers worked with a District Resource Teacher to map Everyday Math and identify areas in the program that needed to be strengthened. Teachers learned the Everyday Math Program did not completely match the state quarterly benchmarks, thus they developed pacing maps. The Everyday Math Program spiraled and was not linear, unlike traditional math programs. Used with fidelity, the Everyday Math Program showed significant results at the school. Teachers supplemented the program with other materials which enhanced problem solving and basic math skills. Everyday Math engaged students to utilize critical thinking skills to model how they reached their mathematical conclusions. Math data showed immediate results. Each year, except in School Year 2009-10, math scores showed double digit gains. Hawaii State Assessment math scores climbed closer to the school's reading scores.

Although the students continued to meet the Adequate Yearly Progress math targets, data indicated the students needed further experience in explaining how they solved math problems. To address this issue, the teachers developed criteria and a process for students to utilize in math. The process, Know, Want to Know, Strategy Used, Recheck (KWS-CHECK) helped students explain how solutions to math problems were generated.

Teachers from each grade level identified students needing support during their weekly articulation sessions. They analyzed what math strands the students had difficulty with, using formative and summative assessment data. Students performing below grade level were clustered into smaller groups for assistance by the classroom teacher. Additional part time teachers were hired to support the teacher implement the grade level intervention program.

Currently, Liholiho Elementary is researching on-line math programs, which could provide access from both school and home computers. This would enable struggling students to access additional math support during classes held after school.

4. Additional Curriculum Area:

Principals and District personnel attended a Model Schools Conference, which highlighted the necessity of preparing students for the 21st Century. The use of high tech tools which students utilize in their daily life was emphasized as a vital means of engaging students in learning. After the conference, the vision and mission of Liholiho Elementary and Kalani Complex were modified to incorporate the 21st Century skills focus. Technological skills were identified as a necessity for students entering the 21st century workforce. Teachers use interactive SMART Boards and projectors to engage students during instructional lessons. Apple IPADS are being utilized by the teachers to assist the Special Education students to acquire basic reading and math skills. Teachers noticed students, including the special needs students, quickly engaging in programs presented on computers, IPADS and SMART Boards.

Educational Technology Standards are incorporated in the technology teacher's instructional lessons. The teacher collaborates with classroom teachers to incorporate standards-based units in student projects. Three computer labs were established to enable students to have increased access to computer programs before, during and after school. The Achieve 3000-KidBiz and Imagine Learning programs supplement the reading curriculum. The Discovery Education program supports instruction in the core curriculum areas of reading, math, science and social studies. Teachers embed Discovery Education information, video clips and assessments into their lessons. Second thru fifth grade students attend the KidBiz class once a week and have access to the program from their classrooms and from home. Classroom teachers assign weekly non-fiction material to read and respond to. Students can read additional non-fiction pieces to progress to higher levels. The program will automatically set reading materials levels based on a student's lexile scores. As students achieve at a proficiency level, the program increases the complexity of the reading text. It "stretches" learning by providing higher and more challenging text and questions. Students not having access to computers at home attends after school classes coordinated by our KidBiz teacher.

Liholiho Elementary's English Language Learners, Special Education and identified intervention K-2 students are provided supplemental assistance with the Imagine Learning program. Imagine Learning is a computer program which supports the development of basic reading skills. These include phonemic awareness, vocabulary and reading comprehension. The program assesses individual student growth and programs students for higher levels based on the data. Supplemental resource materials and student work are provided to the teacher to support the acquisition of reading skills.

5. Instructional Methods:

Teachers and support staff attended the Response to Intervention staff development workshops to learn strategies to assist the students. During weekly articulation sessions, teachers assessed student needs and worked with peers and support personnel to identify strategies that support all students, including the identified sub-groups.

HSA math and reading data indicates the Asian Pacific Islander sub-group is meeting the Adequate Yearly Progress targets. However, data indicates additional reading and math instruction is needed to address the students in the Socio-Economic Disadvantaged sub-group. To qualify for additional Title I support, 35% of a school's student population must qualify for disadvantaged status under the Free/Reduced Meal Program. Liholiho Elementary did not qualify for this additional Title I financial support, although the disadvantaged sub-group percentage has varied from 25% to 34.4% in the past twelve years. Thus, any extra funding Liholiho Elementary receives under the Weighted Student Formula (WSF) is utilized to hire part time teachers to provide additional support for the students in the Socio-Economic Disadvantaged sub-group. Volunteer tutors are assigned to identify students not meeting proficiency. Students are also provided additional access to the computer learning programs.

Liholiho Elementary is anticipating the growing population of English Language Learners that will soon become a designated sub-group. Thus, the school has increased ELL personnel from part time teacher status to a 50% teacher and two part time teachers. The Imagine Learning program was purchased to support the ELL students' learning and achievement. ELL teachers organize trainings and curriculum nights for the ELL parents. Additional literacy materials were purchased and a free summer intervention program was established to support the primary ELL students in Grades K thru two. To address the needs of the growing population of primary ELL students, Liholiho Elementary would like to hire a full time ELL teacher for the next school year; however this is dependent on the funding received from the WSF.

6. Professional Development:

Liholiho Elementary places a priority on the professional growth of its teachers. Thus, professional development is a vital part of the Academic and Financial Plan. The content of the teacher and staff workshops are aligned with the Academic and Financial goals. Research indicates teachers are the pivotal factor influencing student achievement. Thus, professional development has always been strongly supported by the school community. Throughout the school year, regularly scheduled professional development sessions are held with its consultants, Dr. Art Costa and Nancy Skerritt, Assistant Superintendent of Tahoma District and Complex Area Specialists. Staff development workshops are also provided by the District literacy personnel. Support teachers and part time teachers are included in the workshops to ensure consistency of instructional delivery. Liholiho Elementary's School Community Council was the first elementary school in this state, to modify the school calendar to include staff development waiver days to enable teachers and staff to grow professionally. Professional development days have been utilized in the following ways:

- To analyze Hawaii State Assessment data, formative quarterly data and other school level data.
- To develop and modify the Academic and Financial Plan and to evaluate the plan.
- To align the curriculum with the Hawaii Performance and Content Standards III and to transition to implement the Common Core State Standards.
- To learn research-based effective strategies to address the diverse student needs, including ELL and Special Education.

- To address Response to Intervention strategies.
- To develop performance expectations and rubrics which address standards.
- To identify and select curricular materials aligned to the standards.
- To address the horizontal and vertical alignment of the reading and math curriculum maps.
- To provide articulation and collaboration time between and with other grade levels.
- To develop coherent and challenging curricular units

Our Department of Education specialists, as well as nationally recognized trainers, are contracted to assist the Liholiho Elementary teachers in the core areas of reading, math, science, social studies and integrated curriculum. Liholiho Elementary provides professional development time and funding for teachers to network with other schools to observe effective instructional models. Collaboration and mutual respect permeate the staff development training days.

7. School Leadership:

Shared decision making is established at Liholiho Elementary School. Liholiho Elementary's School Community Council (SCC) meets once a month and has long been established as the local governance body, providing guidance and addressing school policies utilizing a shared decision making model. The SCC consists of the following role group representatives: Principal, teachers, classified staff, parents, students and community. The SCC monitors the development and implementation of the annual Academic and Financial Plan and works collaboratively to identify specific school needs by reviewing data as the Academic Plan is developed. Role groups support efforts to address the changing needs of the student population. The SCC assesses the Academic Plan and ensures academic decisions are congruent with the school's profile, vision and mission and reviews the Weighted Student Formula financial funding which supports the Academic Plan.

The Principal is a facilitator and school decisions are shared jointly. Teacher committees are designed to address one of three goals aligned to our Department of Education's Strategic Plan. Teacher leaders work with their committee teachers and are responsible for areas of school improvement identified in the Academic and Financial Plan. The goals and enabling activities of the school's Academic Plan are congruent with the DOE's Strategic Plan. Data and weighted student formula funding information are shared with teachers, staff and the School Community Council. Resources and finances support the committees and Academic Plan, which primarily focuses on improving student achievement in reading and math. A continuous cycle of school improvement, based on needs assessment and focused on student achievement is well established. Modifications to the Academic and Financial Plan are made as new assessment data is received and analyzed.

Liholiho Elementary's Parent-Teacher Association, Parent Community Network Center Facilitator (PCNC) Program and School Community Council coordinate efforts to involve parents and the community in the school improvement process. The groups meet jointly, during collaborative meetings to share and receive information and data.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Hawaii State Assessment

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	83	74	76	65	42
Exceeds	61	41	57	42	8
Number of students tested	64	61	51	48	36
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	73	53	82		33
Exceeds	53	21	64		0
Number of students tested	15	19	11		12
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient	83	78	78	88	47
Exceeds	57	47	67	58	12
Number of students tested	30	32	18	24	17
NOTES: blank = < 10 students					

11HI2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Hawaii State Assessment

Edition/Publication Year: Yearly Publisher: Hawaii State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	86	77	80	75	68
Exceeds	39	18	8	27	0
Number of students tested	64	61	51	48	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	80	63	82		54
Exceeds	33	11	9		0
Number of students tested	15	19	11		13
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient	83	72	78	92	76
Exceeds	37	16	11	42	0
Number of students tested	30	32	18	24	17
NOTES: blanks = < 10 students					

11H12

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Hawaii State Assessment

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	78	71	70	63	49
Exceeds	56	52	44	35	11
Number of students tested	59	48	50	40	45
Percent of total students tested	98	100	100	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	47	80	53	60	43
Exceeds	18	50	27	27	14
Number of students tested	17	10	15	15	14
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient	85	68	93	74	67
Exceeds	64	63	64	37	27
Number of students tested	33	19	28	19	15
NOTES: blank = < than 10 students					

11H12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Hawaii State Assessment

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	83	77	64	58	62
Exceeds	31	10	8	3	4
Number of students tested	59	48	50	40	45
Percent of total students tested	98	100	100	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	53		33	33	50
Exceeds	12		0	0	7
Number of students tested	17		15	15	14
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient	88	79	75	68	87
Exceeds	36	16	14	0	13
Number of students tested	33	19	28	19	15
NOTES: blank = < 10 students					

11H12

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Hawaii State Assessment

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	73	76	57	45	33
Exceeds	38	43	36	39	0
Number of students tested	48	51	42	44	46
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	50	62	50	21	
Exceeds	21	31	28	14	
Number of students tested	14	13	18	14	
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient	71	94	65	60	50
Exceeds	47	58	50	47	0
Number of students tested	17	31	20	15	24
NOTES: blank = < than 10 students					

11H12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Hawaii State Assessment

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	83	78	57	70	51
Exceeds	27	16	10	14	6
Number of students tested	48	51	42	44	47
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	71	38	50	57	
Exceeds	21	8	0	7	
Number of students tested	14	13	18	14	
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient	82	84	80	80	63
Exceeds	29	26	10	20	13
Number of students tested	17	31	20	15	24
NOTES: blank = < 10 students					

11H12

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Hawaii State Assessment

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	0	0	0	24	19
Exceeds	0	0	0	14	0
Number of students tested	0	0	0	21	26
Percent of total students tested	0	0	0	91	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Exceeds					
Number of students tested					
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient					25
Exceeds					0
Number of students tested					16
NOTES: blank = < 10 students					

11HI2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Hawaii State Assessment

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	0	0	0	48	58
Exceeds	0	0	0	14	0
Number of students tested	0	0	0	21	26
Percent of total students tested	0	0	0	91	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Exceeds					
Number of students tested					
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient					69
Exceeds					0
Number of students tested					16
NOTES: blank = < 10 students					

11H12

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	78	74	69	53	37
Exceeds	53	45	46	35	5
Number of students tested	171	160	143	153	153
Percent of total students tested	99	100	100	99	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	57	62	59	38	34
Exceeds	30	31	36	18	5
Number of students tested	46	42	44	40	41
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient	0	0	0	6	0
Exceeds	0	0	0	0	0
Number of students tested	14	14	13	16	19
5. English Language Learner Students					
Proficient	41	50	47	27	18
Exceeds	24	25	24	18	0
Number of students tested	17	20	17	11	11
6. Asian					
Proficient	81	82	80	71	47
Exceeds	58	55	61	47	8
Number of students tested	80	82	66	66	72
NOTES: blanks = < 10 students					

11H12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	84	78	68	56	59
Exceeds	33	15	8	15	3
Number of students tested	171	160	143	153	155
Percent of total students tested	99	100	100	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	71	60	52	40	52
Exceeds	22	7	2	5	2
Number of students tested	46	42	44	40	42
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient	7	0	8	6	0
Exceeds	0	0	0	0	0
Number of students tested	14	14	13	16	19
5. English Language Learner Students					
Proficient	35	25	24	18	23
Exceeds	6	5	0	0	0
Number of students tested	17	20	17	11	13
6. Asian					
Proficient	85	78	77	79	72
Exceeds	35	20	12	23	7
Number of students tested	80	82	66	66	72
NOTES: blank = < 10 students					

11H12